

EDUCATIONAL BOARD GAME AND METHOD OF PLAYING

BACKGROUND OF THE INVENTION

The present invention relates to a board game that teaches people of all ages 9 years
5 and up. In particular, the present invention relates to a board game that teaches
communication skills by using different verbal and non verbal actions via the senses
through individual and group exercises.

Traditional educational board games test the analytical skills of the players wherein
these games challenge the player to act individually and to necessarily compete with the
10 other players. As such, these games typically emphasize intellectual stimulation on an
individual basis by asking questions relating to facts. Accordingly, these educational
games do not foster communication skills among players since the games only test each
individual player's knowledge of learned facts. Still further, traditional board games
disclose games in which chance rather than choice dictates the progress of the players.
15 Although such games are supposed to simulate life, the fact that a player has little or no
control over his progress while stating learned facts does not enhance communication
skills.

Commercial board games typically challenge a player in a question/answer format.
For example, in order to advance in the game, a player rolls a die and may only have to
20 answer a trivia question on the requisite space. In other games, a player may only have to
select an answer from multiple choices offered. As such, these games do not enhance
verbal and non verbal communication skills among the players.

Traditionally, most games have required three criteria: 1. The players play the game the way the game instructs to play it with a set of rules having few if any variations; 2. The players must come to the game table with a set of pre-existing knowledge or trivia in order to do well; and 3. The competition is between other players such that the a player does not cooperate with others or necessarily try to communicate with the other players.

Effective communication skills are essential for today's society. Learned information cannot be utilized by poorly communicating the information. Also, merely speaking about information does not encompass all communication since most communication is non verbal. Accordingly, the meaning of the spoken information may not be fully communicated without other forms of expression. Thus, a need exists for an educational game that emphasizes and enhances communication skills. The solution, however, must teach skills on an individual basis and on a group basis. The solution must also emphasize verbal and non verbal communication. Additionally, a need exists for an educational board game that emphasizes and enhances communication skills in an enjoyable and interactive method. The solution, however, must teach learning and educational skills.

The prior art fails to meet the needs since the prior art does not effectively utilize a variety of expressions and physical senses to teach verbal and non verbal communication. Additionally, the prior art does not teach these skills on an individual and group basis.

U.S. Patent No. 4,039,186 discloses a game wherein a player advances on the board game by successfully displaying dexterity and physical exertion. In this game, a player tosses and catches a tethered ball in a handle with different apertures. The apertures, in

turn, direct the player around the game board mat from start to finish. Although the board game uses different senses such as hand/eye coordination, the game does not teach communication skills since the player is individually involved in performing the activity.

U.S. Patent No. 4,991,854 discloses an educational board game. In this game, the
5 player advances on the game board by successfully interpreting figurative expressions displayed on game cards. One card side displays a figurative expression and the definition of the figurative expression while appearing on the opposite face of the card is an illustration of the figurative expression. The player advances by interpreting the view of the illustration to the corresponding figurative expression and definition. Although the
10 game uses senses such as seeing and speaking to analyze information, the game does not teach verbal and non verbal communication skills in an interactive format with the other players.

The present invention incorporates the present needs and solutions. While the present invention provides the players with amusement time activity, the invention also provides
15 the players with an exercise of learning skills and the opportunity to increase the player's communication skills. The present invention provides entertainment and an opportunity to educate players using their intellect, gamesmanship and communication skills. As demands for communication skills increase, these needs become more essential. The prior art, however, does not satisfy the needs and solutions required.

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BRIEF DESCRIPTION OF THE DRAWINGS

Fig. 1 illustrates in a perspective view an embodiment of the present invention.

Fig. 2 illustrates in a perspective view elements of the present invention.

Fig. 3 illustrates in a partial view elements of the present invention.

5 Fig. 4 illustrates in a partial view elements of the present invention.

Fig. 5 illustrates in a flowchart a method of use of the present invention.

SUMMARY OF INVENTION

The present invention relates to a board game and a method of playing a board game
10 that teaches communication skills by using different verbal and non verbal actions via the
senses through individual and group exercises.

In an embodiment, the method for improving communication skills among two or
more players uses an educational board game wherein the method comprises one of the
players advancing to at least one colored space by rolling a die. Then a card is selected
15 from at least one card deck associated with the at least one colored space. Next, at least
one activity listed on each card is performed, typically within a predetermined time
period, wherein the at least one activity comprises verbal and non verbal communications
which are performed interactively among the players. The method further comprises
allocating a token for successfully performing each activity and earning advancement by
20 rolling the die.

The present invention also relates to a board game which improves communication
skills among two or more players. The board game comprises a path connecting at least
one colored space with a start, a finish, at least one designated space and a howl space.

At least one card deck associated with the at least one colored space contains a plurality of cards wherein the cards each list at least one activity comprising verbal and non verbal communications which are performed interactively among the players.

5 An advantage of the present invention is that it teaches learning and educational skills.

Another advantage of the present invention is that it emphasizes and enhances communication skills.

Another advantage of the present invention is that it emphasizes and enhances verbal and non-verbal communication skills in an enjoyable and interactive method.

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DETAILED DESCRIPTION OF THE INVENTION

As discussed above, the present invention provides improved and varied skills and other accommodations for a board game that teaches verbal and non verbal communication skills by using the senses through individual and group exercises.

15 Referring to the drawings, Fig. 1 illustrates an exemplary game generally shown as 10 for playing a game titled "Howling Monkeys"™. The board game 12 has a layout that is defined by a path 14 from a start 16 to a finish 18. The path 14 is divided into a plurality of individual spaces 20 that connect from the start 16 to the finish 18. The spaces 20 are colored using six colors (red, green, yellow, blue, purple and orange) wherein the spaces

20 20 are spread along the path 14. The finish space 18 comprises all of the six colors.

Other components of the game 10 comprise pawns 22, a die 24, tokens 26, laminated sheet and marker sets 28, timers 30, a first exercising element 32 and a second exercising element 34 (shown in Figs. 3 and 4). The die 24 comprises six sides with one side having

one of the six colors used for the spaces 20 while the timers 30 are designated for different time increments such as thirty seconds, sixty seconds and one hundred thirty five seconds. Additionally, the board game 12 includes card deck spaces 36. These card deck spaces 36 also employ four of the six colors of the spaces 20 wherein each card
5 deck space 36 utilizes one of the colors. These card deck spaces are titled:
“Connections” colored orange; “Out of the Box” colored blue; “Chips and Dips” colored purple and “Spotlight” colored yellow.

Turning to Fig. 2, the game 12 includes at least one card deck generally shown as 38:
a deck of “Connections” cards 40; “Out of the Box” cards 42; “Chips and Dips” cards 44
10 and “Spotlight” cards 46. These card decks 38 also utilize one of the colors of the spaces 20 and the die 24. Accordingly, the card decks 38 are placed in the respective card deck spaces 36 having the same title and color. For example, the “Connection” cards 40 and its respective card space 36 are colored orange; the “Out of the Box” cards 42 and its respective card space 36 are colored blue; the “Chips and Dips” cards 44 and its
15 respective card space 36 are colored purple and the “Spotlight” cards 46 and its respective card space 36 are colored yellow.

Turning to Fig. 3, the first exercise element 32 is shown. The first exercise element 32 is a tangible item that a player physically manipulates using their hands. In Fig. 3, the first exercise element 32 is a stress ball wherein the player(s) squeezes the first exercise
20 element 32 with their hand(s) in accordance with the instructions. The first exercise element 32 incorporates any stress relieving mechanism using a resistance force.

Turning to Fig. 4, the second exercise element 34 is shown. The second exercise element 34 is a tangible item that a player or players physically manipulate using their

hands. In Fig. 4, the second exercise element 34 is a form of modeling clay or putty wherein the players manipulate the second exercise element 34 into an object instructed by play of the game 10. The second exercise element 34 incorporates any formable item.

At least two players are required to play the game 10 and up to six individual
5 participants or teams of players can enjoyably play the game. Each player or team of players is provided with a designated pawn 22 as determined by the number of players or teams participating. The pawns 22 are appropriately distinguished from one another by color and may take a variety of forms.

In the present invention, there are two possible ways to win. The first way to win is to
10 reach the finish 18 before any other players. The second way to win is to earn the most reward tokens 26 than any of the other players when a player reaches the finish 18. Thus, the winner can be the same person, i.e. the player who arrives at the finish 18 first and has the most reward tokens 26. Or, the winner can be different players, i.e., the player with the most reward tokens 26 is not the first player to arrive at the finish 18. In other
15 words, one player may arrive at the finish 18 first while another player earns the most tokens 26 when the first player arrives at the finish 18.

Prior to beginning the game 10, the players should put the card decks 38 on their designated card deck spaces 36 on the game board 12. Then, the timers 30, tokens 26, first exercise element 32 and the second exercise element 34 are placed near the game
20 board 12. Additionally, players should have one of the sheet and marker sets 28 next to them. Additionally, the players may choose one player in charge of the game 10 to hand out tokens 26 and to operate the timers 30 wherein each player receives a pre-determined

number of tokens 26, such as five, prior to start of the play. Then, each player picks a pawn 22 and places it on the start 16.

Upon deciding the play order, the first player rolls the die 24 to advance to the indicated color space 20 identified by the color of the rolled die 24. The player then
5 selects a card from the appropriate card deck 38 which matches the colored space 20. For example, if a player lands on a purple space 20, the player selects a “Chips N Dip” purple card 44. Or, if the player lands on a blue space 20, the player selects an “Out Of The Box” blue card 42. Thus, the colored spaces 20 are matched to the card decks 38. After reading the selected card, the player attempts the activity on the card. Most of the cards
10 include a predetermined time period to complete the activity. For example, a time period such as thirty seconds, sixty seconds or one hundred thirty five seconds is displayed on the card to indicate the time allowed for the activity. Thus, failing to complete the activity within the time period prohibits a player from receiving the token 26 and earning the chance to roll the die 24 for advancement.

15 Some cards include blue text which represents text to be read out loud while some of the cards include black text which represents text which is not to be read out loud. If the player successfully completes the activity, the player collects the appropriate number of tokens 26 and then rolls the die 24 and advances to the colored space 20 indicated on the die 24. The player will remain on the new colored space 20 until that player’s next turn.

20 Since, many of the card activities are divided into separate parts, the player earns a token 26 by successfully completing each activity on the chosen card. Thus, each part of the successful activity is rewarded by one token 26. Accordingly, it is possible to answer an activity partially and earn tokens 26 for each of the successfully completed parts.

However, if a player is unable to do all the activities on the card, the player is not allowed to roll the die 24 and advance on the game board 12. Instead, the player remains on the same colored space 20 until that player's next turn.

Thus, if the player is successful in completing the activity or activities on the card,
5 within the time predetermined time period, the player collects the appropriate number of earned tokens 26, rolls the dice 24 and moves to wait on the space 20 until that player's next turn. Accordingly, the player earns a roll of the die 24 by completing the activity.

At the player's next turn, the player selects the card from the card deck 38 which corresponds to the new colored space 20. For example, if the player had landed in a
10 purple space, the player picks a "Chips and Dips" card 42. Or, if the player lands on a blue space, the player picks an "Out Of The Box" card 38. If the player does not complete the activity, the player is not allowed to roll the die 24 and must stay on the same space 20 until the next turn at which time the player selects a card from the same colored card deck 38 to attempt another activity to advance on the game board 12.

15 After the one player successfully or unsuccessfully completes the card activities, the next player repeats the process. Thus, the next player rolls the die 24, advances to the colored space 20 and selects a card from the appropriate card deck 38 to attempt the card activity. If the player is successful in the activity on the card within the predetermined time period, the player collects the appropriate number of tokens 26, rolls the die 24 to
20 advance to the colored space 20 on the game board 12. If the player is unsuccessful in the activity, the player remains on the space 20 until the next turn. Thus, each turn is terminated by either: successfully completing an activity to earn a roll of the die 24 to advance to the next space 20 to begin play on the next turn or unsuccessfully completing

the activity to remain on the same space 20 until the next turn. Thus in the present invention, players are not allowed to roll the die 24 and move forward until the player has successfully completed the card activity. The game continues in the same fashion following the path 14 of colored spaces 20 around the game board 12. During play, two or more players can land on the same colored space 20.

If a player lands on at least one designated space 50 such as a red space 20, the player rolls the die 24 again to identify one of the six colors. After the die 24 has identified the color, the player on the at least one designated space 50 determines which other players have a pawn 22 on the colored space 20 the die 24 identifies. For example, if the player who landed on the red space 20 rolls the color purple on the die 24, the player then identifies which other players are currently on a purple space 20. If there is a player on the purple space 20, then the player who landed on the red space 20 must give the purple space 20 player all his/her tokens 26. If there are more than one players on the identified space 20, then the player who landed on the red space 20 must divide all of his/her tokens 26 between the players on the identified space 20. If the number of players on the identified space is uneven, then the player who landed on the red space 20 keeps the remaining token 26. If no player is on the identified space 20, then the player who landed on the red space 20 keeps all of his/her tokens 26. After transfer of the tokens 26, the player who landed on the red space 20 rolls the die 24 to advance to another colored space 20 on the game board 12 wherein the player then waits for his/her next turn to select one of the cards.

If a player lands on another designated space 52 such as a green space 20, each of the other players must give half of their tokens 26 to the player who landed on the green

space 20. After receiving the tokens 26 from the other players, the player who landed on the green space 20 rolls the die 24 to advance to another colored space on the board game 12.

5 The games continues until one of the players arrives at the finish space 18 wherein the finish space 18 comprises the six colors of the spaces 20 and die 24. As the player approaches the finish line 18, any roll of the colors on the die 24 permits the player to advance to the finish space 18. This player is declared the “finish line” winner. At that time, all the players count their reward tokens 26. The player with the most tokens 26 is declared the “token” winner. Depending on the outcome of the play, the “finish line”
10 winner and the “token” winner may or may not be the same player.

As noted, during play of the game 10, players choose an activity by selecting one of the cards 38 by landing on a colored space 20. A time limit, such as 30 or 60 seconds, is typically marked on the cards. When attempting a time activity, the player selects the appropriate timer 30 and attempts to complete the activity before the timer 30 runs out. If
15 the exercise is not completed in the time allotted, the player has failed to complete the activity prohibiting the player from earning a token 26 and prohibiting the player from rolling the dice 24 to advance on the game board 12. When successfully completing an activity, the player earns a token 26 and earns a roll of the die 24 to advance on the game board 12. When a card activity is divided into segments, the player may earn a token 26
20 for each individual segment. Thus, it is possible to win tokens 26 without successfully completing the entire activities on the card within the time period.

The card decks 38 also contain at least one “Group Play” card wherein these cards have activities in which all players participate. Each player who successfully completes

the “Group Play” activity receives a token 26 for each successful activity. If one or more players successfully complete the activity, then the player who originally selected the “Group Play” card is allowed to roll the die 24 to advance on the game board 12.

As previously noted, the cards 38 also contain in black text “Do Not Read Card” cards. These cards are a warning to the player that the card will be instructing the player to act or describe an activity or object that require the other players to guess the activity or the object.

A “Double Reward” is when two players each receive a token 26 for the same activity. For example, if one player is acting or describing a person or object, and the other player(s) correctly guesses the correct answer, all the participating players receive a token 26, i.e. a “double reward.” Additionally, the person who selected the card and successfully performed the activity rolls the dice 24 to advance to the next space 20. If the other player does not answer correctly, neither player receives a token 26 and the first player who selected the card is not permitted to roll the die 24 to advance on the board 12 until the player’s next turn.

Each card deck 38 also includes at least one “Howl Loud, Howl Proud” card. When a player selects one of these cards, the player moves to the howl space 48 labeled “Howl Loud, Howl Proud” on the game board 12 and howls. The player then rolls the die 24 and advances to the space 20 that corresponds with the identified color to wait until the next turn. Accordingly, a player may advance or retreat on the game board 12 depending on the position of the pawn 22 when the “Howl Loud, Howl Proud” card is selected.

The card categories relate to different types of activities: the “Connection” cards 40 relate to relationship exercises; the “Out Of The Box” cards 42 relate to creativity

exercises; The “Chips and Dips” cards 44 relate to fun fact exercises and the “Spotlight” cards 46 relate to amusement exercises. Thus, during play, when a player rolls and lands on the colored space 20, the player selects the card from the appropriate card decks 38 and attempts to complete the activity or activities on the card. Below are tables

5 illustrating the types of activities for each card deck 38.

CHIPS N DIPS CARDS 44

HOWL LOUD, HOWL PROUD. Go to the special howl space and Howl!	Say the following tongue twister as fast as you can 3 times: Said the flea, “Let us fly!” Said the fly, “Let us flee!” So they flew though a flap in the flue. Timed activity.	Say the following tongue twister as fast as you can 2 times: 1. Swan swam over the sea. Swim, swan, swim! Swan swam back again. Well swum, swan. 2. Which witch is which? Which witch wished which wicked wish? Timed activity.
Say the following tongue twister as fast as you can 2 times: 1. A Tudor who tooted a flute tried to tutor two tooters to toot. Said the tow to their tutor, “Is it harder to toot or to tutor two tooters to toot?” 2. Six slippery snails, slid slowly seaward. Timed activity.	Tell the player to your right that he must guess who (or what) you are. Use body language and facial expressions. No talking please. Use the modeling clay as an aid. Act out being a birthday cake. Timed activity.	Tell the player to your left that he/she must guess who (or what) you are. Use body language and facial expressions. No talking please. Act out being a strawberry. Timed activity.
Tell the player(s) that you will be acting out something and they will need to respond. Use body language and facial expressions. No talking please. Get all the players to sit down on the ground. Timed activity.	Tell the player(s) that you will be acting out something and they will need to respond. Use body language and facial expressions. No talking please. Get the players to “be calm”. Timed activity.	Tell the player to your right that you will be acting out something and they will need to respond. Use body language and facial expressions. No talking please. Get the player to your right to jump and down. Timed activity.
Don’t Show Card. Sit back to back with the player n your left. Describe the vase photo using simple geometric forms (circles, triangles, squares). The player to your left draws the object according to your description. Compare the drawing with the photograph. Timed activity.	Tell the player to your right to describe his favorite animal in detail. He must talk for 30 seconds. As he talks, cross your legs, fold your arms, frown and shake your heads in disagreement. Ask the player to your right to describe how he/she felt about this negative non-verbal language. Timed activity.	Say the following tongue twisters as fast as you can two times. 1. Leaping lizards like to lick lovely lemon lollipops for lunch. 2. A skunk sat on a stump and thunk the stump stunk, but the stump thunk the skunk stunk. Timed activity.
Tell the player to your right to describe his /her most unforgettable vacation. The player must talk for 30 seconds. As the player talks, smile directly at him/he. Nod your head in	Even the most negative comments can be given a positive spin. Instead of saying, “he is aggressive” we could say “he certainly knows what he wants.” Make the following words sound	There are many ways to bring life to words and emotions. Complete the following poem to describe happiness. 1. Happiness is (a color). 2. Happiness smells like...3.

agreement. Make good eye contact. When the 30 seconds is finished, ask the player to describe how she/he felt about this positive non-verbal language. Timed activity.	more positive: 1. stupid 2. mean 3. lazy. Timed activity.	Happiness tastes like...4. Happiness sounds like...5. Happiness feels like...6. Happiness looks like... Timed activity.
Tell the player to your left you will act out a story. He/she will need to guess the story. You are not allowed to talk. You can use props from the room to help you act out the story. Act out the story of Goldilocks and the Three bears. Timed activity.	Don't Show Card. Carefully describe what you see in the picture. Use 'seeing', 'hearing', and 'feeling' words. The partner to your left draws what you describe. Compare the drawing with the photo. Timed activity.	With the player on your right; each of you selects one the photos. Describe the personality behind 'your' image. Take on the character of your photo, and have a conversation. Timed activity.
Be specific. Detail creates better mental images. Instead of "I saw a cat" you can say "I saw a scrawny black cat with one eye." Describe the following objects. 1. A coat. 2. A flower. 3. A cell phone. Timed activity.	Each player picks an animal listed below. Taking on the animal's character you have chosen, discuss the pros and cons of body piercing and tattoos. Bull-stubborn, self-centered, Gorilla-attacks when confronted, Koala-passive, quiet, Buffalo-appears aloof but can charge at any time, Snake-untrustworthy, Turkey-unorganized, feathers easily ruffled. Timed activity.	Pick an object in the room. Pretend that you are that object. Describe how long you see the world from the object's point of view, using the modeling clay as an aid. The player to your right needs to guess what you are. Timed activity.
Split the modeling clay in half. Sit with your back to the player to your left. Create a sculpture. Explain what you are doing step-by-step BUT DON'T SAY WHAT YOU ARE MAKING. The player to the left follows your instructions and will try to make the same object. Compare results. Timed activity.	Describe the player to your left, write down the following sentence... "If (name of the player on your left) was a city, he/she would be (pick an appropriate city)". Read your sentence out loud. Timed activity.	Don't Show Card 1. Act out the animal in the photograph. 2. The player to your right needs to guess who you are.
Take the stress ball. Think of a word that uses sun (i.e. suntan). Say a 'sun' word and then throw the ball to the player on your right. That player says another sun word and quickly throws the ball back to you. Continue saying 'sun' words until the time is up. Timed activity.	You have won \$10 million lotto. Pass the stress ball from one player to the next. When a player gets the ball, he/she must yell out what he/she would do with the money. Timed activity.	Pass the ball back and forth 3 times with the player to your right. Each time the ball is thrown, call out one of your least favorite things in life. Timed activity.
Draw a monster. Don't show the drawing to anyone. Describe your drawing to the player on your left. After listening to your description, the player on your left will try to create a replica of the monster with the modeling clay. Compare the sculpture with the drawing. Timed activity.	83% of people hit by lightning are men. Go to the next purple space.	Invent a disgusting recipe. 1. List the ingredients. 2. Explain how to make it to the other players.
Read these two phrases out loud: 1. "The quick brown fox jumps	Each player writes down a word at random and gives it to you.	Tell all the players they need to guess what you are trying to do.

over the lazy dog.” “Pack my box with five dozen liquor jugs.” 2. See if the player to your right can see what these sentences have in common. (The answer: Both are sentences which contain all the letters of the alphabet.) Timed activity.	Create a story using the words. The story should have a beginning, middle and an end. Timed activity.	In silent Aboriginal hunting language, a closed hand slowly opening shows that a kangaroo is near. Show the other players that a kangaroo is near. Timed activity.
Lack of voice energy is the number one barrier to good communication. Project your voice! Take the stress ball, throwing it from player to player. As you throw, say the name of the person to whom you are throwing the ball. Project his/her name as if it was the arc of the ball. Timed activity.	Elephants are the only animal that can't jump. Pretend you are an elephant and try to jump. Timed activity.	You are a guinea pig. Describe your day using the modeling clay as an aid. Timed activity.
You can talk to animals. The player to your left is the dog in the picture. Talk to each other. Timed activity.	Read a word from the list below and say the first three ideas that you associate with that word. Throw the stress ball to someone else, reading out the next word on the list. He/she must say three ideas he/she associates with that word and then throws the ball back to you. Continue until all the words have been read and all players have participated. Christmas, Fireplace, Monster, September 1 st , Notebook and Ocean. Timed activity.	

CONNECTION CARDS 40

HOWL LOUD, HOWL PROUD. Go to the special howl space and Howl!	Your sister is having a bad hair day. Unfortunately, she asks you what you think about her new hairstyle. Use a “feedback sandwich”: 1. Say something positive 2. Identify what she could do better next time. 3. Say something positive again. Timed activity.	At a school reunion, you should introduce your partner to your old school friends. A balding man comes up and gives you a giant hug and a big hello. You don't have clue who he is. Explain how you might handle the situation to the other players. Timed activity.
A strong communicator creates images in the listener's mind. One way of doing this is through a smile, a figure of speech in which two unlike things are compared. For example, “I am as timid as a mouse.” Describe the	Think of an experience in which something bad happened to you. Don't talk; just concentrate on remembering the experience. The other player(s) must watch you, copying your body language and facial expressions. Timed	If you could have any pet in the world what would it be? Throw the stress ball from one player to the next as each of you answers this question. Continue until the time is up. Timed activity.

player to your right using 3 different similes. Be nice. When you are done, the same player will describe you with 3 similes. Timed activity.	activity.	
Don't end a story or a presentation by saying "Well, I guess that's all". Tell a story about the photograph. Create a powerful ending. Timed activity.	You call a friend who you haven't seen for a long time and invite him/her to dinner. The last time you spoke you exchanged unpleasant words. Timed activity.	A snail can sleep for 3 years. Go to the next yellow space.
When you talk on the phone, your message is stronger if you smile and even stronger if you talk standing up. Pretend you are answering the phone. Say "Hello. This is the Smith residence" three times. 1. Say it normally. 2. Say it with a smile. 3. Say it with a smile standing up. Timed activity.	You have kidnapped the neighbor's dog who barks all the time. Write a ransom note. Give the ransom note to the player on your left. He must respond to your message. Timed activity.	What is the one country you would like to travel to and why? Throw the stress ball from one player to the next as each of you answers the question. Continue until time is up. Timed activity.
Tell about a time when you had a problem with a haircut. (Make the story up if necessary.) Timed activity.	Read the paragraph below two times. 1. Read it once with a calm, confident voice and a balanced body position. 2. Read it a second time with an insecure, apologetic tone, moving your palms up as though to say 'help me.' "I have come here today to ask for your support. I am convinced our town needs new leadership and a new vision. I hope you will decide to vote for me." Timed activity.	Being calm is the key to effective communication. Close your eyes and imagine yourself on a boat in the middle of a beautiful lake. Go to the edge of the boat and dump your biggest worry overboard. Watch it disappear quietly. Timed activity.
Think peaceful to be peaceful. Norman Vincent Peale. Practice talking very calmly for 30 seconds. The other players should try to disrupt you. Timed activity.	Being relaxed is essential to good communication. Before an important talk, be sure your face and mouth are relaxed. Open your mouth and eyes as much as possible. Stretch the muscles in your face. Repeat 2-3 times.	You are the leader. The other player(s) repeat after you. You: Boom Chica Boom. (Player(s) repeat). You: I said a boom chica boom. . (Player(s) repeat). You: Uh huh. (Player(s) repeat). You: Alright. (Player(s) repeat). You: one more time... And repeat one more time... Timed activity.
You meet a dozen businessmen who have invested their life savings in your business. You have lost all their money. How can you explain the situation and leave the room alive? Organize your explanation as follows: 1. Explain your problem 2. Explain the reason for your problem. 3. Explain the solution to your problem. Timed activity.	Describe your ideal home. The bedroom. The kitchen. The living room. The exterior of the house. Timed activity.	Tell someone they're fired in three different ways. 1. "You are fired." 2. You are fired 3. You are fired. Timed activity.
Ask someone to marry you in three completely different ways.	You have received a present that you really don't like. Act out the	A friend shows up uninvited to a special party you planned for the

1. Will you marry me? 2. Will you marry me? 3. Will you marry me? Timed activity.	following scene with the player to your left. 1. Open your present. 2. React to the present. 3. Say something to the player to your left about the present.	past 6 months. Pretend the player to your right is your friend. Present two responses: 1. Tell your friend to 'get lost'. 2. Tell your friend why you haven't invited him/her but that he/she is welcome to stay. Timed activity.
You have searched all over town for a toy. I found it and are about to take it off the shelf, someone else grabs it first. You and the player to your left must act out this scene, resolving the problem politely. Timed activity.	You have been reassuring your parents that everything is ok at school. You bring the end-of-school report card full of C's and D's. How do you explain your bad grades to your parents?	Describe the player to your right by finishing the sentence: If (the name of the player to your right) was a car, he/she would be a(Pick the name of an appropriate car). Timed activity.
Your best friend won the prestigious Best Student of the year prize that you really wanted. What do you say to him/her? Pretend the player to your right is your best friend. Act out the conversation. Timed activity.	Tell the player to your left that you will be acting out an emotion. He/she needs to guess which emotion. Act out being confident. Timed activity.	Tell the player to your left that you will be acting out an emotion. He/she needs to guess which emotion. Act out being disappointment. Timed activity.
Tell the player to your left that you will be acting out an emotion. He/she needs to guess which emotion. Act out being nervous. Timed activity.	Put a line down the center of your laminated writing sheet. On the left hand side, draw a picture of you today. On the right hand side, draw a picture of you in 20 years. Show your drawing to the other players. Timed activity.	Everyone writes a poem by filling in the following sentences. Swap poems and read another player's poem. I am...I wonder... I see...I dream... Timed activity.
You are a fortune teller. Look at the hands of the person to your right. Tell his/her fortune.	You have a chance to recreate yourself. A new name, a new address, a new family, a new look and a new past. Present the New You to the other player(s). Timed activity.	Ask the p layer to your right to talk about their family. The player must speak for 30 seconds. Make contact with his/her eyes. After 10 seconds of talking, shift your eyes upwards. Looking above his/her right shoulder. See if the player can keep talking even though you are no longer looking at him/her.
You are taking a train from new York to Washington D.C. you find yourself intrigued by the man (or woman) sitting next to you. 1. Try out 2 possible conversation openers on the other player(s). 2. Use the modeling clay as an aid. Timed activity.	Don't Show Card First impressions are eternal. What people think of you during the first minute is often the opinion they will keep forever. 1. What impression does the man in the photo make? 2. Describe him to the other players.	You want to break up with your ling term boy/girlfriend. Imagine that the player to your left is your boy/girlfriend. 1. Tell him/her you are sorry. 2. Tell him/her why you are leaving him in the most positive way possible.
You call up your best friend to tell her that you have fallen in love with her boyfriend. How can you break this news in the most positive way?		

OUT OF THE BOX CARDS 42

HOWL LOUD, HOWL PROUD. Go to the special howl space and Howl!	Finish the following sentence: "He woke up one morning to hear a loud bang..." Throw the stress ball to the next player who will continue the story. Each player must contribute. The story should have a beginning, a middle, and an end. Timed activity.	No one believes a liar. 1. Explain the meaning of the above sentence. 2. Tell a story which illustrates this idea. Timed activity.
Appearances can be deceiving. 1. Explain the meaning of this phrase. 2. Tell a story that ends with this phrase. 3. Use modeling clay as a visual aid. Timed activity.	There is a time and place for everything. Explain the meaning of the above sentence. 2. Tell a story which illustrates this idea. Timed activity.	Leopard have spots a and tigers have stripes. Why? Structure your explanation as follows: 1. State the idea. (Leopards have spots and tigers have stripes). 2. Explain the idea. (Leopards have spots and tigers have stripes because..) 3. Sum up the idea. Timed activity.
You are in your grandmother's attic. As you are rustling through some boxes, you see a reflection in the mirror. 1. What happens next? 2. Use the stress ball as a prop in your story. Timed activity.	Imagine space had an end. What would it be like? 1. Draw the end of space. 2. Describe it to the other players. Timed activity.	Read the following words out loud and then give your interpretation of these sounds: Clump, clump, clump; Silence; Rustle, rustle; Tap, Silence; Thud. Silence. Timed activity.
Create a new holiday. Fill in the topics below and then describe your new holiday to the other players. 1. Name of the holiday 2. Date of the year 3. Colors 4. Foods 5. Reason for the holiday. Timed activity.	"Imagination Rules The World." Napoleon Bonaparte. Move to the next blue space.	Arrange the following ideas to create a story. Bouncy, Glass, Street, Clear, Weather, Basket. Timed activity.
Create a message in a bottle. 1. Write down the message. 2. Write down the destination. 3. Who do you want to read the message? Timed activity.	Native Americans believe a little devil lives inside each kernel of popcorn. When his house gets hot, the demon gets angry that he explodes. Create your own story about why popcorn pops. Timed activity.	Write a text message to a girl living in San Francisco in 1888. Each player writes a message. Each player takes a turn reading his message to the others. Timed activity.
Make up a story using the 3 photos. Timed activity.	You are stranded on a desert island. 1. Write three things you would bring with you. 2. Tell a story which includes the three items. Timed activity.	Create a story using the following six words. The story should have a beginning, a middle and an end. Mountain, Playing cards, Tablecloth, Anxious, Necklace, Moon. Timed activity.
You will create better images in the mind of your listener if you describe objects precisely. "A dog with black spots and a limp" is better than a "dog." Be specific when you describe the	You will create better images in the mind of your listener if you describe objects precisely. "A house with yellow shutters and a tulip garden" is better than "a house". Be specific when you	Being relaxed is the first step in all good communication. Get in the Neutral Body Position every time you present or feel nervous. Stand in an upright position with your feet equally divided between

following items: n 1. A horse 2. A street intersection 3. An ice cream shop. Timed activity.	describe the following: 1. An umbrella 2. A barn 3. A rhinoceros 4. A newspaper. Timed activity.	your two feet, arms relaxed by your sides. Timed activity.
Being relaxed is the first step in all good communication. Your voice needs to be relaxed as well as your body. Here is a warm-up exercise for your voice using vowels. Say these words slowly and carefully: Soon, Sawn, Seen, Saw, Such, Sad, Slide. Timed activity.	Don't Show Card We communicate using 'seeing', 'hearing', and 'feeling' words. For example, "I swam under a heavy orange moon, lulled by the water's soft touch and the sound of a jazz trio in the distance." Describe this picture using 'seeing', 'hearing' and 'feeling' words. Don't say what it is! Have the player to your right recreate the picture with the modeling clay. Timed activity.	Planet earth has been invaded. We need to invent a gadget to capture the space invaders. You are appointed head scientist on the team. 1. Describe your invention. 2. Use the modeling clay to illustrate your invention. Timed activity.
You have invented a new mode of transportation. 1. Describe what it looks like. 2. Explain how it will work. 3. Identify who will use it. Timed activity.	Imagine you lived in a world with no television, no radios, no CD players, no computer and no cell phones. Nothing. Describe an afternoon in this world. Timed activity.	Create your own version of why the wheel was invented. Timed activity.
You have a teacher/boss who is acting strangely. He disappears all day and comes to work after midnight, particularly when there is a full moon. Create an explanation behind this mysterious behavior. Timed	Invent a time capsule that will take you into the past or future. 1. Describe the time capsule using the modeling clay. 2. Explain how it works. 3. Give us a reason why you created it. Timed activity.	The first 8 seconds is crucial to a presentation. You are in front of an audience of 100, making a presentation called "My Life with Giraffes." Begin with a personal story that will capture everyone's attention. Timed activity.
The Bermuda Triangle is an imaginary triangle in the Atlantic ocean between Florida, Puerto Rico and Bermuda. Many planes and ships have mysteriously disappeared there. No one knows why. Explain the Bermuda Triangle. 1. Describe the Bermuda Triangle 2. Explain why it exists. 3. Give a solution. Timed activity.	"Nessie" is an alleged creature living in Loch Ness, a lake in Scotland. There continue to be sightings today. Tell your own story about "Nessie" 1. Get the other players interested in Nessie from the beginning of the story. (Make up a statistic about how often Nessie has been sighted.) 2. use the modeling clay to illustrate what the monster look likes. 3. Give a reason where he has come from and why Nessie has survived. Timed activity.	Since the mid 19 th century, an ape-like creature called Big Foot has been sighted hundreds of times. Footprints have been found to substantiate the sightings. Give your version of the tale. 1. Use the modeling clay to prove to us the Big Foot exists. 2. Tell a story about your personnel encounter with Big Foot. 3. Describe Big Foot's personality. Timed activity.
Show the pictures to all the players. Take the stress ball. Begin a story which incorporates these pictures. Throw the stress ball to the next player who will continue the story. Continue throwing the stress ball until the time is up. Try to create a story with a beginning, a middle and an end. Timed activity.	You wake up in a land where you can eat everything you want. Tell us about your day and how it ends. Timed activity.	A strange dog comes to your house and drops a bone on your doorstep. Inside the house, there is a note. "Meet me and the other dogs at the town square at midnight and we'll tell you the plan." 1. Why were you invited? 2. Will you take someone with you? 3. What is the plan? Timed activity.
Tell about a time when you tried to cook something and it just	You are all newspapers editors. Finish the following headlines for	Your mother told you under no circumstances to open the box

<p>didn't work. (Make up the story if necessary). 1. Tell us the problem. 2. Tell us the solution to the problem. Timed activity.</p>	<p>the morning paper. Father tells a son to...A new discovery...Each player reads their headlines out loud. Timed activity.</p>	<p>that was delivered yesterday. Out of curiosity, you open it anyway. What did you find in the box? What did you tell your mother when she finds the box opened? Timed activity.</p>
<p>Create a story using the following six words. The story should have a beginning, a middle and an end. Knife, Mother, Pajamas, Chocolate Mousse, Candle, Floor. Timed activity.</p>		

SPOTLIGHT CARDS 46

<p>HOWL LOUD, HOWL PROUD. Go to the special howl space and Howl!</p>	<p>You have been invited to appear on the Oprah Winfrey show. The theme of the show is "When Ordinary People do Extraordinary Things." 1. Introduce yourself. 2. Describe the extraordinary thing you have done. (You can make a story up if you want). Timed activity.</p>	<p>Bill Gates is sitting next to you on the plane. He begins to talk with you, curious what you want to do with your life. 1. Describe who you are (talents, background). 2. Describe what you want to do with your life. Timed activity.</p>
<p>You are Sabrina (Melissa Joan Hart) The player to your right is her talking black cat, Salem. Plan a surprise birthday party for your aunts and tell the other players about it. Timed activity.</p>	<p>Tell the player on your left you will act out a famous person and he/she must guess your identity. You can use body language and facial expressions. No talking please. Use the modeling clay as a prop. Act out being Jim Carrey. Timed activity.</p>	<p>You are a famous songwriter. Eminem has asked you to write a rap song. Write the first 6 lines. Read the lines out loud. Timed activity.</p>
<p>You are Madonna's yoga instructor. Take the modeling clay and create a new yoga position. Timed activity.</p>	<p>Create an advertisement with a player to your left. Michael Jordan is the star of the ad. You should include the following. The product (Use modeling clay as an aid). The storyline. A song (Please sing all or part of it). Timed activity.</p>	<p>Being relaxed is essential for good communication. Everyone should run around the room twice. Timed activity.</p>
<p>You are Jennifer Lopez's hairdresser. You accidentally dye her hair blue. 1. Explain to her in the most positive way why her hair is blue. 2. Convince her that blue hair really suits her. Timed activity.</p>	<p>Tell the player to your left that you are going to act out a famous person and he/she must guess your identity. Act out being Jennifer Anniston (on the television show Friends). You are allowed to talk but do not say your name or the names of your co-stars. Timed activity.</p>	<p>You are the director of the new Broadway musical "Little Red Riding Hood." You must direct all the players in the story. (You can also be one of the actors.) Timed activity.</p>
<p>You have been enlisted to write the lyrics for Justin Timberlake's new song. 1. Write the title 2. Write the first two lines 3. Read</p>	<p>You appear on a dating show. You have to select one of the three men (or women) behind the curtain. Write down a separate</p>	<p>Don't Show Card Sit back to back with the player to your right. Describe the photo but don't say what it is!! The player to your</p>

(or sing) then to the other player(s). Timed activity.	question for each player. Ask the questions to the player(s). The player(s) answer the question. Pick your date. Timed activity.	right should draw it. Compare the drawing with the photo. Timed activity.
You are auditioning to become one of Britney Spear's dancers. 1. Explain to Britney why she should choose you. 2. Do some dance moves to convince her? Timed activity.	You are the editor of a new magazine. 1. What kind of magazine is it? 2. What is it called? 3. What kind of articles is in it? 4. Who buys it? 5. Try to sell a copy to the player to your right. Timed activity.	Each player selects one of the following animals. Taking on the character of the animal you have chosen, talk about the pros and cons of being famous. Owl-wise, highly critical, lion-wants to be in charge, Kangaroo-jumps around, unpredictable, Monkey-likes to party, never serious, Turtle-slow, hard to motivate, Parrott-no original thoughts. Timed activity.
You are Catherine Zeta-Jones. The partner to your right is a journalist for the magazine Vanity Fair. Answer his/her questions. 1. What is your best childhood memory? 2. Do you tell white lies? If so, tell us one. 3. What is your favorite song? 4. Who do admire the most? Timed activity.	You are Tiger Woods. Answer the following questions: n1. What is the secret to your success? 2. Do you have any hobbies outside of golf? 3. What advice can you give to aspiring athletes? 4. Show us your golf swing. Timed activity.	Like Meg Ryan and Tom Hanks in Sleepless in Seattle, you have made a date to meet the man/woman you love at the top of the Empire State Building. The clock strikes midnight. Does your date show up? What happens? Tell the other players. Timed activity.
A friend gives you Clint Eastwood's cell phone number. Write Clint a one-sentence text message and share it with the other players. Timed activity.	It is the Academy Awards night. No one (including you) ever thought you had a chance to win. Nevertheless, your name is announced as Best Actor/Actress. 1. Act extremely surprised. 2. Present an acceptance speech. 3. Use the modeling clay as a prop in our presentation. Timed activity.	Your album is top of the pops. Tell the other players...1. the theme of your song. 2. What your video looks like. 3. Sing part of your song. Timed activity.
7% of Americans think Elvis is alive. Each of you do an impression of Elvis Presley. Timed activity.	You are the President of the United States. Tell the other players the 3 changes you would make to improve our country. 1. Change 1. 2. Change 2. 3. Change 3. Timed activity.	The player on the left begins. He has to guess who you are. He asks you one question which can be answered with a yes or a no. (i.e. Are you a man? Or Are you a woman) If you answer yes, stay with this player. If no answer no, go to the next player. Keep playing until someone guesses who you are or time is up. You are Michael Jackson. Timed activity.
1. Describing the player on your right, write down the following sentence..."If (the name of the person on your right) was a famous person, he would be...(pick an appropriate famous person). 2. Each player reads their sentences out loud. Timed activity.	Failure is not an option- Apollo 13, Movie. Go forward to the next orange space.	To pause is an extremely powerful, persuasive tool. If you want to emphasize a certain word, pause one second before the word. If you really want to emphasize it, pause before and after the word. Read the following paragraph. Pause to emphasize key words of your

		choosing. "All I know is that the first step is to create the vision. When you see the vision there-the beautiful vision-that creates the "want power." For example, my wanting to be Mr. Universe came about because I saw myself so clearly there up on the stage and winning. Timed activity.
You have created a new television series. 1. What is the theme? 2. What is the title? 3. Who are the actors/actresses? Timed activity.	You are going out for the first time with your new boyfriend. You have suggested a very chic restaurant in Malibu, California. As luck would have it, Cindy Crawford sits down right next to your table. Your boyfriend can't take his eyes off of her. Say or do something so he will stop watching Cindy. Timed activity.	You arrive on the set for the first day of filming and are horrified to discover the identity of your co-star (shown in the photo). What do you say to the director? Timed activity.
Walt Disney was reportedly afraid of mice. Each player needs to write down one thing that frightens them. Don't put your name on the laminated sheet. Put the laminated sheets in a pile. The player who drew this card needs to match 'fears' with the correct person. Timed activity.	Don't Show card We communicate using 'seeing' words, 'hearing' words and 'feeling' words. Here is an example: "I closed my eyes to the bright blue sun, feeling the rough sand in my hands and listening to the gentle rhythm of the waves." Describe the picture using 'seeing', 'hearing', and 'feeling' words, but don't say what is! The Player to your left must guess what it is.	In the movie, The Hours, Nicole Kidman transformed her looks by using an artificial nose. Use the modeling clay to transform your face. Timed activity.
Take the stress ball. Start a story on the topic of "Julia Roberts surprised the world..." After you have completed the first sentence, throw the stress ball to the next player who continues the story. Finish the story before the time limit is up. Timed activity.	Even the most experienced actor gets stage fright. One of the best ways to relax is through breathing. Everyone puts their hands on their waists. Breathe in. As you breathe in, your waist should get bigger, pushing against your hands. As you breathe out, your waist should get smaller. Say "ahhh" as you breathe out. Timed activity.	Describe objects precisely. You will create a better image in the mind of your listener. "A pink Mercedes convertible" is better than "a car." Describe the following: 1. an agent 2. A face lift 3. A body guard 4. A yoga class 5. A diet
You have been invited on Good morning America. Imagine the questions you might be asked. The player to your left is the host on Good Morning America. He/she writes down 3 questions and interviews you. Answer the questions. Timed activity.		

As illustrated in the tables and Figs. 1-5, the present invention provides activities using a variety of verbal and non verbal communication skills in an interactive inter-personal method to educate the players. The present invention uses a variety of senses such as sight, sound, and touch to emphasize verbal and non verbal communication skills.

5 By using the first exercise element 32 and the second exercise element 34, the present invention provides an interactive method for the players to interact with each other. Thus, the players are assisting each other while competing for a winner's title and for a token winner's title. For example, using the first exercise element 32 as a stress ball, which is passed among the players, encourages a quick thought process for

10 communicating the activity. Additionally, using the second exercise element 34 as modeling clay encourages interactive dialogue and non verbal actions among the players.

Accordingly, the present invention provides a reflection of the players and the player's ability to think and act on their own. The possibilities of answers are therefore infinite since there are no right or wrong answers for most of the card activities. It is a game that

15 adjusts to each person's level and ability, rather than the person having to adjust to one standard. Additionally, the present invention rewards (rather than penalizes) one player for interacting and cooperating with the other players.

From the foregoing, it will be observed that numerous modifications and variations can be effected without departing from the true spirit and scope of the novel concept of the present invention. It is to be understood that no limitation with respect to the specific

20 apparatus illustrated herein is intended or should be inferred. It is of course intended to cover by the appended claims all such modifications as fall within the scope of the claims.